



**U.S. Department of Education Green Ribbon Schools**

**2011-2012 Presentation of Nominee of the Circle of Nations-Wahpeton Indian School  
to the  
U.S. Department of Education  
From  
U.S. Department of the Interior  
Bureau of Indian Education**

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Attach State or Nominating Authority’s Evaluation of School Nominee (Either application or other documentation of review)	

OMB Control Number: 1860-0509  
Expiration Date: February 28, 2015

## **PART I - ELIGIBILITY CERTIFICATION**

### **School and District's Certifications**

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or comes close to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The school has been evaluated and selected from among schools within the state or Nominating Authority's jurisdiction (BIE, DoDEA), based on *documented achievement* toward the three Green School Pillars and Elements.
4. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
5. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
6. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
7. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
8. The school meets all applicable federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education  
Green Ribbon Schools 2012

For Public Schools only: (Check all that apply) ☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal Mr. Brad Zachow  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Circle of Nations  
(As it should appear in the official records)

School  
Mailing Address 832 North 8<sup>th</sup> Street  
(If address is P.O. Box, also include street address.)

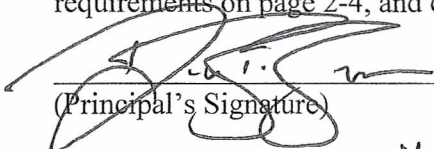
Wahpeton ND 58075  
City State Zip

County Richland State School Code Number\* \_\_\_\_\_

Telephone ( 701 ) 642-3796 Fax ( 701 ) 642-3380

Web site/URL www.circleofnations.org E-mail brad.zachow@circleofnations.org

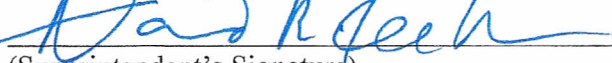
I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

 Date 3-22-12  
(Principal's Signature)

Name of Superintendent\* Mr. David Keehn  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name\* Circle of Nations Tel. ( 701 ) 642-3380

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.

 Date 3-22-12  
(Superintendent's Signature)

\*Private Schools: If the information requested is not applicable, write N/A in the space.

## **PART II – SUMMARY OF ACHIEVEMENTS**

### **Instructions to School Principal**

Provide a concise and coherent "snapshot" that describes how your school is representative of your state's highest achieving green school efforts in approximately 600-800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School. Be sure to note if students were actively involved in preparing the application.

This summary should be written as a stand-alone document. It will provide the ED review panel with an overview of the school's green activities that were detailed in the application to the state, DoDEA or BIE evaluators. If the school is awarded a U.S. Department of Education Green Ribbon, this information may be shared with other schools, candidates for next year, the press, and the public.

## **PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE**

### **Instructions to Nominating Authority**

For the pilot year, the Nominating Authority must review nominated schools for high achievement based on the schools' *documented achievement* toward reaching the goals of each of the three U.S. Department of Education Green School Pillars and elements. For each school being nominated by the Authority to ED, please attach state (or equivalent) evaluation materials (application) based on the Nominating Authority Evaluation Support Framework provided by ED to facilitate your evaluation of schools.

The Nominating Authority must review and sign the following certification for each school being nominated to ED.

### **Nominating Authority's Certifications**

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars:  
1) environmental impact and energy efficiency; 2) healthy school environments; and  
3) environmental and sustainability education.
3. The Nominating Authority has evaluated the school and selected it for submission to the

toward the three Green School Pillars and Elements.

4. The school meets all applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating

Agency Bureau of Indian Education

Name of Nominating

Authority Mr. Keith Moore, Director  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.

Jacquelyn M. Check for Date March 22, 2012  
(Nominating Authority's Signature)

Note to Nominating Authority: The application, including the signed certifications and documentation of evaluation in the three pillars should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at [green.ribbon.schools@ed.gov](mailto:green.ribbon.schools@ed.gov) according to the instructions in the Nominee Submission Procedure.

### Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

## **GREEN RIBBON SCHOOL: CIRCLE OF NATIONS WAHPETON INDIAN SCHOOL**

**Snapshot:** Circle of Nations School (CNS) is a 2012 HealthierUS School Challenge Gold Award winner. CNS is on the Green Schools Initiative website “Honor Roll” which recognizes efforts to reduce schools' ecological footprints, make school environments healthier, and get the whole community thinking about solutions to the problems we all face. Initiative framework covers everything from new construction to maintenance, food service to gardens, and office supplies to classroom curricula. We addressed 4 areas for Green School Honor Roll: 1) Strive to be Toxics Free, 2) Use Resources Sustainably, 3) Create Green Schoolyards and Serve Healthy Food, 4) Teach Stewardship & Student action. The school's 40 acres are a visible “green spot” in the surrounding city development. CNS made a major public impact in 2008 with environmentally-friendly new construction and campus renovation project. News stories and articles generated interest beyond the local area with visits from schools, organizations and individuals looking to install geothermal power systems as shown by CNS. Just a few green school highlights are:

**Energy:** We compared 3 years with both steam heat and electric vs. 3 years with geothermal system. With the average of those years the annual savings comes to \$77,996 per year for a total cost (energy) savings of \$233,987 over the 3 year period. CNS students use renewable energy to get to class every day since they live here on campus 24/7 and they walk! CNS also promotes walking to area destinations as a normal physical activity for lifetime fitness.

**Environment:** CNS has a school kitchen garden and orchard to promote local sustainable food systems. In collaboration with the Richland County soil district, CNS installed a native plants medicine wheel garden (miniature tallgrass prairie ecosystem) and is a National Wildlife Federation Certified Schoolyard Habitat. CNS received a special school achievement award from Red River Valley Heritage Society for “environmental education, wildlife preservation and contributions to the cultural vitality of the region.”

**Education:** Sam Ting (eco-education) sponsored by the Richland County Soil Conservation District is an honorary member of our Green Team! CNS can incorporate Native American gardening curriculum in all subjects and Science Fair, service learning and life skills projects.

**Facility Manager:** “At this stage in its history, CNS is assuming responsibility for natural resource conservation and sustainability. Recent challenges involved a major campus renovation, repair and construction project. We needed to remove hazardous materials (primarily lead paint and asbestos) and recycle as much as possible during the construction and repair project. The old dorms and office were demolished. All during the project almost everything that could be, was recycled. Several hundred light ballasts, light bulbs, metal from structures, and even the concrete and block.” Planning took 4-5 years. Students were closely involved in designing their new dormitory in meetings with the architect. The design had to consider environmental

impact as well as student living needs. Natural lighting and solar space was incorporated to reduce energy consumption and alleviate the physical and mental effects of the long, cold, dark winters. “We installed a geothermal power system, it could pay for itself in just a few years. “ North Dakota is known for its seasonal temperature extremes. A few feet below the earth's surface, however, the ground remains at a relatively constant temperature.

Under the National Energy Conservation Policy Act, the Energy Policy Act of 2005 and Executive Order 13123, *Greening the Environment Through Energy Efficient Management*, the Department of the Interior set an energy reduction goal of 2% annually, with FY 2003 as a baseline. In pursuit of that goal, it now has 867 on-site renewable energy projects, with some at Bureau of Indian Affairs schools--CNS among the first. Bureau-funded Facilities Improvement & Repair (FI&R) project included renovation of existing buildings, new streets and underground utilities, as well as installation of the campus-wide geothermal system. Windows, roofing and other design features were retrofitted to conserve energy.

“The changes we've made have had quite an impact. We have reduced emissions of greenhouse gases by reducing fuel consumption and installing high efficiency lighting. We have eliminated some transportation and refrigeration costs for fresh produce. Our savings come largely from the decrease in our natural gas bills for the year, yet it includes our utility cost for an additional 130 outdoor high pressure sodium lights installed throughout the campus as part of the FI & R project which funded the ground source heat pump system. Building automation controls training, when applied to CNS will cut another 10-15% from utility buildings as staff expertise is gained to use different features of the building controls, the most efficient one being the scheduler. Scheduler feature allows us to reduce the use of the heat pumps in the classrooms at night or during the day when students are not in the dorms. New outdoor lights capable building automation controls shut-off when students are not on campus. Technology allows us to more effectively control the usage of our HVAC system. “

An extensive environmental audit, action plan and progress monitoring came with the campus-wide project. This included Environmental Protection Agency (EPA), U.S. Department of the Interior Indian Affairs Office of Facilities, Management and Construction (OFMC); U.S. Department of The Interior Indian Affairs Office of Facilities, Environmental and Cultural Resources (OFECR); LEED (Leadership in Energy and Environmental Design). The community took a great interest in newspaper articles chronicling the campus project and culminating public celebrations. School gardens also were featured in news media, with VIP visit by ND Ag Commissioner. Student garden photos won regional contest prizes sponsored by the Nature Center.

Students were involved with facilities manager and architects in the design of the new LEEDS certified dormitory, incorporating energy efficiency and cultural symbolism such as the floor tile pattern in four directions colors alternating with white tile background. The main entry faces east and showcases one of three existing prints of the RoughRider Hall of Fame oil portrait of Woody Keeble, alumnus, employee and Congressional Medal of Honor recipient for whom the dorm is named. This is honoring the Dakota warrior tradition and spirit to live on for all of us. Students were involved in the Green School application as illustrated by the following student essay. (For more information about Green School Honor Roll, reference appended application.)

#### STUDENT ESSAY

On Earth Day we have a special ceremony to show that we appreciate and love the earth. We sing the earth day song. We have a part where we all hug a tree to show that we love them. They say the more you hug a tree, the more it feels loved so that it will grow stronger and bigger with the more love it has. We have a special tree in front of our school. On Earth Day we sing and drum for the tree. We all make a circle around that tree. It was planted on Arbor Day in 1930 so it is over 80 years old. It is an American Elm but most of them died by now.

When we are at school we are taught to be stewards of the earth. We learned the three R's (recycle, reuse, reduce). But we also are taught about important things like how landfills are made and the consequences that come from not taking care of them. We learn about healthier food. We learned how to eat right, exercise more, as we are a natural resource. Native Americans need to eat healthy because we are at a higher risk for diabetes.

We have a garden in the back of our kitchen. There is a variety of vegetables grown in the garden. In the late winter the 4<sup>th</sup> – 6<sup>th</sup> graders start the plants in seed pots. In the spring, the students and staff take care of the gardens. The 7<sup>th</sup>-8<sup>th</sup> graders prepare the gardens by turn over the soil with shovels and rakes. Staff and students plant the gardens with the seedlings. Volunteer staff takes care of the garden over the summer while the students are on break. When students come back they get to enjoy the freshly grown vegetables. Our favorite is the home made salsa.

Every so often the students and staff help pick up trash on the campus. Every year when the flood comes from the snow melting, the students go and help the surrounding communities to sandbag. The students stay and help for about a good 2-3 hours. A few things that CNS do is recycle their soda cans and other metals, newspaper, and old paper.

Other way that CNS wants to go greener is a bigger compost bin for the gardens. Another thing we want to try is to grow a wider variety of food in our garden. Also try to get recycling bin for in the hallways and outside on campus. I think my school tries to stay very clean and recycles as much as they can.

Sincerely,

Lilyana Boivin

CNS 7<sup>th</sup> grader

BIE Green Ribbon School Application Scoring Results		
Reviewer	Circle of Nation- Wahpeton Indian Board School	Baca/Dlo' Ay Azhi Community School
EPA Region 6	Not scored	38
EPA Region 8	77	41
EPA Region 8	82	39
EPA Region 9	76	26
BIE Central Office	77	81
BIA	Not scored	Not scored
Total (100 Points Possible)	78	45

Comments from BIE: The BIE considers the Circle of the Nations-Wahpeton Indian Boarding School to be highly qualified for the Green Ribbon School award. The BIE believes that the EPA review scores accurately reflect the work of the school in all three Green Ribbon School pillar areas.

Please contact Ms. Brandi Sweet, Project Manager-BIE Green Ribbon Schools , [brandi.sweet@bie.edu](mailto:brandi.sweet@bie.edu), (202) 208-5504.

# Bureau of Indian Education (BIE) Green Ribbon Schools Application

Response ID: Data

## 3. Page Three

### School Contact Information

**Education Line Office**

MINNEAPOLIS EDUCATION LINE OFFICE

**School Name**

CIRCLE OF NATIONS - WAHPETON INDIAN BOARDING SCHOO

**State School/District ID**

D80F02

**Street Address**

832 8th St. N

**City**

Wahpeton

**State**

ND

**Zip**

58075

**School Website**

<http://www.cirdeofnations.org>

**Principal First Name**

Brad

**Principal Last Name**

Zachow

**Principal Email Address**

[brad.zachow@cirdeofnations.org](mailto:brad.zachow@cirdeofnations.org)

**Principal Phone Number**

7016423796

**Lead Applicant First Name (if different from principal)****Lead Applicant Last Name (if different from principal)****Lead Applicant Email****Lead Applicant Phone Number**

**Level**

Elementary (PK - 5 or 6)

Middle (6 - 8 or 9)

**School Type**

Grant/Contract (tribally controlled)

**How would you describe your school?**

Private/Independent

**Does your school have at least 40 percent of your students from a disadvantaged background?**

Yes

**Total School Enrollment**

150

**Number of full and part time staff members in each of the categories below**

	Full-time	Part-time
Administrators	6	
Classroom Teachers	30	
Physical Education Specialists	2	
Counselors	6	
Credentialed Librarians	1	
Nurses	2	
Psychologist	2	
School Safety Officers	4	
Technology/Media Specialists	1	
Paraprofessionals	22	
Other Staff	18	

**1. Year the school was built**

1908

**2. Year of modernization or renovation projects**

2008

**3. Total building area of the school**

93640

**5. Page Five**

**Q CC1: Is your school participating in a local, state, or nationally recognized green school program which asks you to benchmark progress in some fashion (for example, National Wildlife Federation Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, or Project Learning Tree's Green Schools!)?**

Yes

**If so, please list the program(s) are you participating in and what level(s) have you achieved?**

Eco-Schools International Green Schools Honor Roll, Green & Growing Sustainable Agriculture, National Wildlife Federation  
Certified School Habitat, Schools Honor Roll Level

**Q CC2: Has your school, staff or student body received any awards for environmental or sustainability stewardship/action?**

Yes

**If so, please list the awards you have received and the years you received them.**

Outdoor Wildlife Learning Trail and habitat rescue (bluebirds, bobolinks) Red River Valley Heritage Society Special School  
Achievement Award 2002

## 7. Page Seven

**Q 1A1: Is there an energy master plan in place?**

Yes

**Q 1A2: Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?**

Yes

**Q 1A3: Has your school reduced its total non-transportation energy use from an initial baseline?**

Yes

**Q 1A4: What percentage of your school's energy is obtained from:**

On-site renewable energy generation : 80%

Purchased renewable energy : 20%

**4. Q 1A5: If the school has been constructed and/or renovated in the past ten years, did the project meet one of the following green building rating systems? (Check all that apply.)**

Leadership in Energy and Environmental Design (LEED)

**Q 1A6: Do any parts of your existing buildings meet green build standards (for example, LEED, CHPS, Green Globes, or other standards)?**

Yes

**Please provide the following information:**

What certification (if any) did the school receive and at what level (e.g. CHPS Verified, CHPS Verified Leader, CHPS Designed, LEED Certified, Silver, Gold, Platinum) : LEED certified

What is the total constructed area (sq. ft)? : 55732

What is the total renovated area (sq.ft)? : 149372

**Q 1A7: Can a reduction in the use of greenhouse gases (GHG) be demonstrated?**

Yes

**5. Q 1A8: Is there a reduction and/or offset of greenhouse gas emissions from building energy use?**

Yes

**Q 1A9: Please indicate which green building practices your school is using to ensure your building is energy efficient.**

School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management.  
School Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager.

Other (please describe): Under the National Energy Conservation policy Act, the Energy policy Act of 2005 and Executive order 13123, Greening the Government Through Efficient Energy management, Department of the Interior energy reduction goal of 2 percent annually with onsite renewable energy projects at BIA schools including CNS

**6. Q A10: Describe any other indicators in the progress toward the elimination of GHG emissions (describe in detail and include metrics if available). (Maximum 200 words)**

CNS onsite energy-renewable project included renovation of existing buildings, new streets and underground utilities, and installation of campus-wide geothermal system. Windows, roofing and other design features were retrofitted to conserve energy. CNS reduced emissions of greenhouse gases by reducing fuel consumption and installing high efficiency lighting. CNS eliminated some transportation and refrigeration costs by utilizing a local sustainable food system and school kitchen garden. Building automation controls allows us to reduce the use of the heat pumps in classrooms at night or daytime in the dorms when kids are in classrooms.

## 8. Page Eight

**Q1B1: Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?**

Yes

**Q1B2: Which of the following practices does your school employ to increase water efficiency and ensure quality? (Please check all that apply)**

Our school conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings.

Our school's landscaping is water-efficient and/or regionally appropriate.

Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure)

Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits.

**Q1B3: Our school's drinking water comes from:**

Municipal water source

**Q1B4: Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Maximum 200 words)**

CNS contracted Legend Technical Services for campus wide Indoor Air Quality and Lead-in-Water assessment. The findings from 15 locations were well under the EPA regulatory unit. Several of the locations were replaced with new green school campus renovation and construction project in 2008 and water quality testing was also under EPA limits. CNS replaced its old steam heating, gas and electric air conditioning system with geothermal heating and cooling system throughout the entire campus which improves energy efficiency and water conservation.

## 9. Page Nine

**Q1C1: What percentage of solid waste is diverted from landfilling or incinerating due to recycling and/or composting (i.e. Recycling Rate)?**

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected). :  $6 \times 6 \times 4 \times 100 = 14400$

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). :  $4 \times 6 \times 4 \times 100 = 9600$

C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected). :  $2 \times 4 \times 100 = 3200$

Recycling Rate =  $(B + C) \div (A + B + C) \times 100$  : 47.6%

**Q1C2: What percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative,**

American Tree Farm System or other certification standard. (If a product is only 30% recycled, only 30% of the cost should be counted)

30%

**Q 1C3: What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF)**

30%

**Q 1C4: Please provide the following information about your school's hazardous waste**

How much hazardous waste does your school produce (lbs/person/year)? : Eight 96-gallon totes every 2 weeks

How is the amount generated calculated? : Waste management billing statement

List the types of hazardous waste generated : techstuff, lightbulbs, batteries, chemicals

How is hazardous waste monitored? : Hazmat compliant, BIA

**Q 1C5: Which of the following benchmarks has your school achieved to minimize and safely manage hazardous waste? (Please check all that apply)**

Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.

Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.

**Q 1C6: Does your school use "third party certified" green cleaning products?**

Yes

**Q 1C7: What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 200 words)**

All paper purchased is at least produced in a plant with a quality assurance system conforming to the requirements of ISO 9002, in addition to meeting the environmental requirements of ISO 14001. CNS is assuming responsibility for natural resource conservation and sustainability. Recent challenges involved a major campus renovation, repair and construction project. We needed to remove hazardous materials (primarily lead paint and asbestos) and recycle as much as possible during the construction and repair project. The old dorms and office were demolished. All during the project almost everything that could be, was recycled. Several hundred light ballasts, light bulbs, metal from structures, and even the concrete and block. Planning took 4-5 years. Students were closely involved in designing their new dormitory in meetings with the architect. The design had to consider environmental impact as well as student living needs. Natural lighting and solar space was incorporated to reduce energy consumption and alleviate the physical and mental effects of the long, cold, dark winters. We installed a geothermal power system, it could pay for itself in just a few years. "

**Q 1C8: How was this data collected and calculated? (Maximum 100 words)**

Facilities Management records, Waste management billing statements, Recycling Program documents. CNS Hazmat materials are handled by companies Hidden Water and Safety Kleen. Waste management picks up eight 96-gallon totes every 2 weeks and one 6 cubic yard cardboard dumpster for recycling, in addition to the other recycling bins in every building. Raw waste for FY 2011-2012 7/1/11- 10.22 tons 11/1/11 - 9.38 tons 12/1/11 - 7.29 tons 1/1/12 - 3.11 tons

**7. Q 1D1: What percentage of your students take the following to/from school?**

Walk : 100%

Total percentage : 100%

**Q 1D2: Which of the following policies or programs has your school implemented:**

Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.

**Q 1D3: Describe how your school transportation use is efficient and has reduced environmental impacts (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions):**

CNS transports students to and from school just four times a year! otherwise, they live on campus so they all walk to class, dining hall, and recreation sites in the Twin Towns area. CNS promotes walking as a normal physical activity for lifetime fitness. CNS leases vehicles from GSA which are all E-85 fuel efficient.

**Q1D4: Does the school have school grounds that are devoted to ecologically beneficial uses (school vegetable garden, wildlife or native plant habitats, outdoor classroom, environmental restoration projects, rain garden, etc.) or socially/culturally beneficial uses (e.g., playgrounds, outdoor spaces designed and used regularly for social interaction, athletic or recreational areas, walking or running trails etc.)?**

CNS has a large school vegetable garden and orchard, certified wildlife and native plant habitats, outdoor classroom programs, and socially culturally beneficial sites on campus such as Medicine Wheel garden, Little Star Pow-Wow arena, Flg garden and new playground equipment on recently landscaped grounds adjacent to city recreational trail and CNS has a ropes adventure course as well,

**Q1D5: This is the end of Pillar 1. Please describe any other accomplishments or progress your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency. (Maximum 200 words)**

Circle of Nations School (CNS) is on the Green Schools Initiative website "Honor Roll" which recognizes efforts to reduce schools' ecological footprints, make school environments healthier, and get the whole community thinking about solutions to the problems we all face. Initiative framework covers everything from new construction to maintenance, food service to gardens, and office supplies to classroom curricula. We addressed the 4 Pillars of a Green School: 1) Strive to be Toxics Free, 2) Use Resources Sustainably, 3) Create Green Schoolyards and Serve Healthy Food, 4) Teach Stewardship & Student action. The school's 40 acres are a visible "green spot" in the surrounding city development. CNS made a major public impact in 2008 with environmentally-friendly new construction and campus renovation project. News stories and articles generated interest beyond the local area with visits from schools, organizations and individuals looking to install geothermal power systems as shown by CNS.

## 11. Page Eleven

**Q2A1: Which of the following practices does your school employ with regards to pest management? (Please check all that apply)**

Copies of pesticide labels, copies of notices, MSDS and annual summaries of pesticide applications are all available and in an accessible location.

Our school prohibits children from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label.

**Q2A2: Which of the following practices does your school employ to improve contaminant control and ventilation? (Please check all that apply)**

Our school has a comprehensive indoor air quality management program that is consistent with Indoor Air Quality (IAQ) Tools for Schools.

Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).

Our school has installed one or more energy recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.

Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury.

Our school disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations.

Our school has CO alarms that meet the requirements of the National Fire Protection Association code 720.

There are no wood structures on school grounds that contain chromate copper arsenate.

Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidelines.

Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.

Our school's indoor relative humidity is maintained below 60%.

Our school has moisture resistant materials/protective systems installed (ie. flooring, tub/shower, backing, and piping).

Our school has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting EPA's Design for the Environment approved cleaning products.

Our school prohibits smoking on campus and in public school buses.

All of the ground contact classrooms at our school have been tested for radon within the last 24 months.

If your school has combustion appliances, is there an inventory of them and are they annually inspected to ensure they are not releasing Carbon Monoxide? (yes/no/no combustion appliances): yes

**8. QIA3. Describe any other measures that consider student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of school grounds. (Maximum 200 words)**

Existing capability levels are excellent with recent \$20 million CNS campus renovation, improvement, repair and new construction project which eliminated safety deficiencies and established major changes for the safety and security of the entire campus. The deficiencies and corrections have been documented by the Bureau's Midwest Region Office as well as state, tribal and federal inspectors. Security equipment to support the investment includes a surveillance system, lighting, fencing, closed-circuit television (CCTV) systems, motion detector systems, fire alarm and sprinkler systems, and radio base. The new physical layout of the campus and building design has enhanced visibility at all times for monitoring activities on campus 24/7 including the academic, residential and grounds by security staff and cameras. CNS received national award for its Safety Program improvements and Green School initiative which eliminated many environmental health hazards through geothermal heating and air exchange, among other innovations.

## 12. Page Twelve

**Q2B1: Which practices does your school employ to promote nutrition, physical activity and overall school health? (Please check all that apply)**

Our school participates in the USDA's Healthier School Challenge or another nutrition program.  
Our school participates in a Farm to School program or other program to utilize local food in our cafeteria.  
Our school has an onsite food garden.  
Our school garden supplies food for our cafeteria.  
Our students spend an average of at least 120 minutes per week (over the past year) in school supervised physical education.  
At least 50% of our students' annual physical education takes place outdoors.  
Our school is a USDA Team Nutrition School  
Our school participates in the BIE Presidential Active Lifestyle Award Challenge (PALA)  
Our school has a school wellness council (consisting of a variety of staff, community, student/family members)

**Please list your school's USDA HealthierUS School Challenge award level or describe other nutrition program. (Maximum 100 words)**

CNS received Healthier US Schools Gold Award and is now applying for Gold Award of Distinction. CNS actively pursues grant funding (Fresh Fruits and Vegetables Program) and partnerships (NDSU Extension/Family Nutrition Program) for improvement of nutrition and physical activity. CNS won a school nutrition award from the state dairy council for its expanded breakfast and nutrition break program. This has improved school behavior and performance. CNS participates in local sustainable food initiatives and pledges part of its school kitchen garden to Hunger Free North Dakota. Students love the daily salad bar and menu items featuring "their" carrots, broccoli, cabbage, tomatoes, green onions, squash, potatoes and other faves. CNS is getting involved with Twin Towns Gardeners Market so kids can sell their produce which they harvest in the fall. CNS has strived to have an exemplary program of nutritional and environmental improvement through Go Local ND Department of Agriculture Initiative, Fresh Fruits and Vegetables Program, Richland County Extension/Family Nutrition Program, National Gardening Association and many more. The kitchen supervisor was asked to serve on the state child nutrition board. The school health officer is a certified master gardener and environmental advocate. CNS is a sister site for Diabetes in Tribal Schools (DETS) curriculum.

**Please describe the type of outdoor exercise opportunities and nature-based recreation available to students. (Maximum 200 words)**

There are many opportunities on the beautiful CNS campus to engage in team sports and supervised, structured recreation program. There are two playgrounds and a Ropes adventure course as well as the school gym and fitness rooms in the dorms. The NDSCS Activities Center is adjacent to CNS and students can use the swimming pool, gym and other facilities there as well as at the Stern ice arena. Both of these facilities were built on former Indian School agricultural acreage. The beautiful Chahinkapa Park and Zoo is a popular walking destination almost daily with a world-class certified zoo and winter sports such as cross-country skiing, sledding, skating. CNS students enjoy hiking around the Twin Towns attractions and going fishing down at the river parks and waterfronts. They walk to destinations including the Tae Kwon Do dojo in Breckenridge, MN across the river where they study under former US national kickboxing champion and International Blackbelt Federation president, Grandmaster Eric Greenquist who takes a special interest in CNS kids. CNS students also go to out of town destinations for

outdoor exercise such as downhill skiing and nature-based recreation such as hiking to scenic and cultural sites like the Pipestone monument.

**Q 2B2: What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)?**

20%

**Q 2B3: This is the end of Pillar 2. Please describe any additional progress your school has made in terms of the school's built and natural environment (including unique community and/or business partnerships) to promote overall student and staff health and safety. (Maximum 200 words)**

CNS has 52 acres left from agricultural days, which provide room for outdoor recreation and environmental elements such as wildlife gardens, bluebird houses, and native prairie medicine wheel which was installed in partnership with Richland County Soil Conservation District. CNS collaborates with community and business partners on its garden projects. Richland County Vo-Tech horticultural program is across the street and provides bedding plants and 1/4 high school credit to CNS 8th graders. Area businesses have donated garden supplies, plants, seeds, equipment and tools as have National Garden sponsors. Last year we received Muhammed Ali Peace Garden award for Native farming plot. We have collected heirloom seeds from tribal areas and joined with indigenous food network and local sustainable agriculture movement. We want to teach our students how to be stewards of their own better health and nutrition as well as the environment. CNS is a safe 24/7 living and learning environment where students can get acquainted with other cultures but feel a sense of security, belonging to the Native world at the same time. School engagement is more likely and students are included in plans for all programs including school safety, committee meetings, inspections. Students helped design the new dorm.

## 14. Page Fourteen

**Q 3A1: Which practices does your school employ to help insure the environmental and sustainability literacy of your graduates? (Please check all that apply)**

Professional development opportunities in environmental and sustainability education are provided for all teachers.

**Please describe your school's environmental or sustainability literacy graduation requirement. (Maximum 200 words)**

**Q IIIA4: Supply any additional information that demonstrates how students learn about the environment and sustainability at every grade level within the school, incorporating both content and practice. (Maximum 200 words)**

**Please describe professional development opportunities available in environmental and sustainability standards. Include the percentage of teachers who participated in these opportunities over the past 2 years. (Maximum 200 words)**

SEER

**Q 3A2: If your school serves grades 9-12, please provide the following information:**

**Q 3B1: Do your school's science courses frequently use sustainability and the environment as a context for learning science (such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument from evidence when exploring environmental and sustainability issues)?**

No

**Please describe. (Maximum 200 words)**

**Q 3B2: If your school is a high school, does your school curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields (for example, CTE Green Sustainable Design and Technology course)?**

**Please describe these college and career connections. (Maximum 200 words)**

**Q 3C1: Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?**

Yes

If not in all grades, please specify which grades.

Please provide the following information:

What percentage of these projects focus on environmental or sustainability topics? : 10%

What percentage of students completed such a project last year? : 50%

**Q 3C2: Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level?**

Yes

If not in all grades, please specify which grades.

**Please share how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (Maximum 200 words)**

Boy and Girl Scouts, CNS Indian Club, Student Government Association are some examples of youth programming on campus which promote environmental learning and civic engagement activities. CNS is also in Adopt-A-highway program where our students regularly maintain and clean a section of Highway 13, where a sign with our state bird the Meadowlark acknowledges their responsibility. CNS always invites the public to its spring pow-wow and if the weather is nice the pow-wow is held in the Little Star arena which is a beautiful outdoor setting where everyone can interact and learn from one another. CNS students feel valued in the community as intercultural ambassadors and helpers. They enjoy teaching the greater community about their culture and artways. They enjoy going out to learn about others and Wahpeton is a good safe environment for them to learn social and civic skills. They perform at outdoor festivals in the Twin Towns and local parades and many people pay them compliments. CNS students attend the veterans ceremonies in the park and sing for them at the Woody Keeble VFW named after our school's alumnus and employee who received the Congressional Medal of Honor. CNS also honors the Sisseton veterans.

**Q 3C4: Please describe your partnerships with the local community (e.g., academic, business, government, nonprofit and informal science institutions) to help advance your school, other schools (especially schools with fewer resources) and the greater community toward the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 300 words)**

On Earth Day we have a special ceremony to show that we appreciate and love the earth. We sing the earth day song. We have a part where we all hug a tree to show that we love them. They say the more you hug a tree. The more it feels loved that it will grow stronger and bigger with the more love it has. We make a circle around the big elm tree with our CNS drum group to sing an honor song on Earth day. When we are at school we are taught to be stewards of the earth. We learned the three R's (recycle, reuse, reduce). But we also are taught about important things like how landfills are made and the consequences that come from not taking care of them. We enjoy our visit from Sam Ting. He is from the Richland County Soil Conservation District. Every so often the students and staff help pick up trash on the campus. Every year when the flood comes from the snow melting, the students go and help the surrounding communities to sandbag. The students stay and help for about a good 2-3 hours. Sincerely, Lilyana Boivin CNS 7th grader We adopted a wounded eagle and an orphan monkey at the Zoo. We invited everybody in town to the ceremony. The eagle was very interested in the ceremony and I think he liked our feathers and our singing. We auctioned off our art works to buy food for the baby monkey. We learn about healthier food. We learned how to eat right, exercise more, as we are a natural resource. Native Americans need to eat healthy because we are at a higher risk for diabetes. We have a garden in the back of our kitchen.

**Q 3C5: This is the end of Pillar 3. Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate. (Maximum 200 words)**

There is a variety of vegetables grown in the garden. In the late winter the 4th – 6th graders start the plants in seed pots. In the spring, the students and staff take care of the gardens. The 7th-8th graders prepare the gardens by turn over the soil with shovels and rakes. Staff and students plant the gardens with the seedlings. Volunteer staff takes care of the garden over the summer while the students are on break. When students come back they get to enjoy the freshly grown vegetables. Our favorite is the home made salsa. A few things that CNS do is recycle their soda cans and other metals, newspaper, and old paper. Other way that CNS wants to go greener is a bigger compost bin for the gardens. Another thing we want to try is to grow a wider variety of food in our garden. Also try to get recycling bin for in the hallways and outside on campus. I think my school tries to stay very clean and recycles as much as they can. Sincerely, Lilyana Boivin CNS 7th grader

## 16. Page Sixteen

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### Email Confirmation

THE WHITE HOUSE

February 22, 2012

Circle of Nations Wahpeton Indian School  
832 Eighth Street, North  
Wahpeton, North Dakota 58075

Dear Students:

I am so pleased to congratulate Circle of Nations Wahpeton Indian School on achieving the Gold Award in the HealthierUS School Challenge. This Challenge is a cornerstone of the *Let's Move!* initiative, an ambitious initiative to solve the childhood obesity epidemic within a generation. Our schools are on the frontlines in this effort, and your participation in the HealthierUS School Challenge is fundamental to helping solve the problem of childhood obesity.

As a winner of the Gold Award, Circle of Nations Wahpeton Indian School is among the very best of the best - going above and beyond the minimum requirements to help ensure your students live full and active lives. The environment you and your team have created through education, nutritious food and beverage choices, and opportunities for physical activity will help your students learn how to make healthy choices now and for years to come. This is an extraordinary accomplishment, and you should all be incredibly proud of what you have achieved. As leaders in this effort, I hope you will reach out to other schools and offer your expertise and advice to help them reach for the gold as well.

Our strength as a Nation and our ability to responsibly shape our future depends on tackling childhood obesity, and I am inspired by the work you are all doing to help realize the promise of a brighter, healthier tomorrow for our children.

Sincerely,

*Michelle Obama*



**HealthierUS School Challenge** *Recognizing  
Excellence in Nutrition and Physical Activity*

Greetings Circle of Nations Wahpeton Indian School,

On behalf of the Mountain Plains Regional Office of the USDA-Food and Nutrition Service, I am so pleased to be able to share in your accomplishment of being recognized as a Gold HealthierUS School. Therefore, I'm sending my congratulations for this prestigious and important achievement.

Receiving a HealthierUS School Challenge Award means that your school has gone above and beyond to create a school environment that promotes choosing a healthy lifestyle. The HealthierUS School Challenge is a key component of the First Lady's *Let's Move* campaign, and now your school joins the Country's finest school leaders in promoting childhood health and wellness. Way to go Circle of Nations Wahpeton Indian School!

Circle of Nations Wahpeton Indian School cafeteria staff prepares meals that offer more fruits and vegetables, whole grains, and low-fat milk. Circle of Nations Wahpeton Indian School teachers inspire students to understand the connection between healthy meals and healthy bodies. Also, Circle of Nations Wahpeton Indian School curriculum provides ample opportunity for physical activity. *And*, we know that good nutrition and physical activity help students learn, so thank you to everyone at Circle of Nations Wahpeton Indian School for investing in our students and our future!

Best wishes from USDA on your continued commitment to school excellence in promoting health and nutrition for all school students.

Remember ---"Eat Smart. Play Hard."!

DARLENE L. BARNES  
Regional Administrator  
USDA, Food and Nutrition Service

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## Green Schools

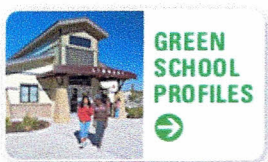
Overview

What Is A Green School?

Why Green Schools?

How Do I Green My School?

Green Schools Profiles



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## "Building Health and Sustainability at an Intertribal Boarding School"

### Circle of Nations School

#### School Contact Information

Mike Grant, Facilities Manager  
 mike.grant@circleofnations.org  
 Circle of Nations School, Wahpeton  
 Combined (K-8), Charter  
 Under 500 Students



Student Victory Garden Project

## The Green School Story

#### We addressed these 4 Pillars of a Green School

- Strive to be Toxics Free
- Use Resources Sustainably
- Create Green Schoolyards and Serve Healthy Food
- Teach Stewardship & Student Action

“ Live & Learn ”

#### We have taken these steps from the 7 Steps to a Green School

- Establish a green team
- Do a school Environmental audit
- Develop an action plan
- Integrate into the curriculum
- Monitor progress
- Involve, inform, and celebrate with the community

#### Environmental Challenge or Goal Addressed

The Circle of Nations School, an off-reservation intertribal boarding school serving 4th-8th grade students, aimed to 1) promote student health and sustainable local food systems; 2) educate students on the inter-connectedness of people, plants, and the planet; 3) help students gain better nutritional habits; 4) help students grow a portion of the food they eat at school; and integrate these lessons into the curriculum. Our success has been astonishing.

#### Our Green School Approach

Established in 1904 as a government-run rural agricultural training institute, its 40 remaining acres are a visible "green spot" in the surrounding development.

At this stage in its history, Circle of Nations is assuming responsibility for natural resource conservation and sustainability. Our recent challenges and goals include:

Construction: 1) We needed to remove hazardous materials (primarily lead paint and asbestos – we are about 95% asbestos free, not bad for a school built in 1904) and recycle as much as possible during a major construction and repair project. All during the project almost everything that could be recycled was; there were several hundred light ballasts, light bulbs, metal from structures, and even the concrete and block from buildings were recycled. Environmentally-friendly new campus buildings

include a dormitory and an administration building. 2) Given our extreme climate, we were faced with significant expenditures for heating buildings and running window air conditioners.

**Student Health:** The student population is at high risk for diabetes, which is epidemic among American Indian people.

We aimed to 1) promote student health and sustainable local food systems; 2) educate students on the inter-connectedness of people, plants, and the planet; 3) help students gain better nutritional habits; 4) help students grow a portion of the food they eat at school.

Another important goal was to integrate these lessons into the curriculum. Our curriculum features a Native American "companion planting" scientific method, diabetes prevention skills, educating the school community on the world-wide importance of Native agriculture: corn, tomatoes, peppers, squash, beans, potatoes, pumpkins, chocolate, vanilla, and sunflowers, among other global contributions.

**Energy:** Circle of Nations installed a geothermal heating and cooling system to serve its energy needs, replacing a 50 year-old steam system. Initial utility cost savings were \$85,261 compared to the previous school year. This year, we expect to at least double the savings, thanks to several features we enabled in our building automation system. The utilities savings includes the cost of an additional 130 outdoor high pressure sodium lights installed throughout the campus as part of the facilities improvement and repair project which funded the ground source heat pump system in 2006. The ground source heat pump and HVAC system has improved living, learning and working conditions in the eleven buildings on campus.

**Partnering for Healthy Food and Outdoor Spaces:** The food service program aims to get students and families eating more fresh fruits and vegetables. Our Strategic Instruction Model connects nutrition with math, reading, science, physical activity, arts education, culture, parents and community. The project promotes physical fitness and eating more vegetables and fruit instead of high-calorie, low-nutrition meals or snacks. Students grow bedding plants from seed and transplant them to the school garden with family and visitors. Families take home garden seeds and culturally relevant how-to books such as Buffalo Bird Woman's garden by Gilbert L. Wilson, the classic account of Native American agricultural techniques in ND history.

We've had many partners along the way. Circle of Nations applied to the "Green & Growing" school garden initiative to promote student health and sustainable local food systems. The ND Department of Agriculture contributed start-up resources for a school kitchen garden to promote good nutrition and local sustainable food systems. A National Gardening Association grant supported traditional Native American scientific companion planting methods and classroom activities. The county soil conservation district collaborated on construction of a nature garden in the Medicine Wheel design, planted with native prairie flowers, sacred plants and grasses. Outdoor Wildlife Learning Site volunteers built and maintained Bluebird Rescue boxes along the north edge of the campus. And Boy and Girl Scouts planted trees on campus.

**Wildlife:** Facilities staff has delayed mowing in past years to allow a nesting population of bobolinks to hatch and fledge. In addition, Circle of Nations has partnered with the Chainkpa Park and Zoo for environmental education projects. For example, students adopted an injured eagle for its lifetime in a Native drum ceremony attended by the public, and students created and auctioned off their own artworks to support other zoo creatures.

#### **Changes and Benefits We've Achieved**

The changes we've made have had quite an impact: We have reduced emissions of greenhouse gases by reducing fuel consumption and installing high efficiency lighting. We have eliminated some transportation and refrigeration costs for fresh produce. We have provided habitat for birds, bees, pollinators and other wildlife. This year a pair of Eastern Bluebirds was able to nest in an old tree with holes that was left standing for cavity-nesting birds whose habitat has been almost eliminated in the area.

#### **Our Team**

We have not yet established a formal Green Team. Our informal green team has consisted of facilities, food service, school health, academic and residential representatives. This team operates in consultation with Native American environmental constituents and key staff leaders and partners from the greater community who have all contributed to the living and learning environment at the school.

#### **How We Involved Students**

The students met with the architect several times to state their needs and provide input into the new dormitory design. Students also serve on the school safety committee and perform environmental inspections with the school safety officer.

#### **Our Timeline for Change**

The planning and implementation took 5 years, roughly from 2004-2009.

#### **Resources We Used**

U.S. Department of the Interior  
Indian Affairs, Office of Facilities, Management and Construction (OFMC); U.S. Department of The Interior Indian Affairs Office of Facilities, Environmental and Cultural Resources (OFEER); LEED (Leadership in Energy and Environmental Design)

#### **Our Inspiration and Motivation**

We were motivated by many factors, including cost savings, environmental health, environmental citizenship, and the desire to teach environmental awareness and life skills to our youth.

## Moving Forward

The school is exploring wind energy possibilities. The preliminary work of grant writing and proposals is completed and we plan to pursue this in the near future. Students are involved in design study and research of wind energy turbines.

Rob Peck attended building automation controls training (for ground source heat pump, closed loop system for heating and cooling) and believes the knowledge from this training will cut another 10-15% from our utility bills. The scheduler feature will allow us to reduce the use of the heat pumps in the classrooms at night or during the day when students are not in the dorms. Also, the new outdoor lights are capable of being controlled through the building automation controls, allowing us to shut off lights when students are not on campus.

The response to the renewable energy systems has been astounding. Many people and organizations interested in renewable energy have visited the campus or called with questions.

### Our Advice to Other Schools

Find a way. Communicate with those on the other side of the barrier.

### Tools to Share

Books about Native gardening school-age curricula, e.g.,  
Native American Gardening by Joseph Bruchac;  
In the Three Sisters Garden, by JoAnne Dennee and Carolyn Peduzzi.  
Buffalo Bird Woman's Garden by Gilbert L. Wilson, the classic account of Native American agricultural techniques in North Dakota history.

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